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ABSTRACT

Designed to provide teachers and administrators with a resource for integrating multicultural concepts into the standard early childhood program, this guide first reviews the value of programs such as Headstart and Followthrough, offers a philosophy of racial/ethnic pluralism, and states the purpose and objectives of this guide. Seven sections discuss the following topics in relation to multicultural considerations: (1) classroom and school ecology; (2) nonverbal communication in the classroom; (3) basic pupil characteristics; (4) how children learn; (5) suggestions for enriching instruction; (6) parent involvement; and (7) curriculum development. Instructions are provided for 22 multicultural activities structured to teach concepts, attitudes, and skills which may be lacking in the core curriculum. Suggestions for evaluating programs and activities are given along with guidelines for teaching in a multicultural setting. A 42-item annotated bibliography of multicultural resources is offered in addition to an 18-item annotated list of teaching materials available through the Educational Resources Information Center (ERIC) system. Concluding this guide are the names and addresses of 34 additional information sources. (EM)

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MULTICULTURAL EARLY CHILDHOOD RESOURCE GUIDE

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division of Civil Rights and Intercultural Relations
Fall 1983

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A MULTICULTURAL EARLY CHILDHOOD RESOURCE GUIDE

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
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*SOME CHILDREN ARE.....
Jo Tenjford Oslo

Some children are brown
like newly baked bread,
Some children are yellow
and some are red,
Some children are white
and some almost blue -
Their colors are different -
the children like you!

Some children eat porridge
and some eat figs,
Some children like ice cream
and some roasted pig!
Some eat raw fishes
and some Irish stew -
Their likings are different -
the children like you!

Some children say "yes"
and some say "oui."
Some say "ja"
and some say "si,"
Some children say "peep"
and some say "booh" -
Their words may be different -
the children like you!

Some children wear sweaters
and some rebozos
Some children wear furs
and some kimonos,
Some children go naked
and wear only their queue.
Their clothes may be different -
the children like you!

Some children have houses
of stone in the streets,
Some live in igloos,
and some live on fleets,
Some live in old straw huts
and some in new -
Their homes may be different -
the children like you!

Some children are Finnish
and some from Japan,
Some are Norwegian
and some from Sudan.
Oh yes, we have children
in valley, on pike.
Their countries are different -
the children alike!

Oh, if they could dance
and if they could play
Altogether together
a wonderful day!
Some could come sailing
and some could just hike!
So much would be different
the children alike!

*Galloway Township School District; Curriculum Revisions for Social Studies and Language Arts - Developed by the ESAA Curriculum Committee, 1980-81.

FOREWORD

The Multicultural Early Childhood Resource Guide was developed to assist teachers and administrators in meeting the growing need of providing a quality educational experience for the wide range of racial/ethnic and cultural groups residing in our schools today. The guide incorporates a multidiscipline approach to helping children understand and appreciate the diversity of this country as well as internationally.

Ideas were drawn from a wide range of documented sources. However, the final product is a result of the creativity and work of the Division of Civil Rights and Intercultural Relations, with the assistance of the Bureau of Child Development and Parent Education and the Office of Bilingual Education and Curriculum Development.

Multicultural Early Childhood Resource Guide was developed by Edith Dancy, Associate in Educational Integration, assisted by Cora Watkins, Assistant in Educational Integration, and edited by Barbara Mack, Associate in Educational Integration.

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INTRODUCTION

Beginning with Headstart in 1965 and Followthrough in 1967, a number of preschool and primary grade programs have been developed to meet the special needs of children at the lower level of the socioeconomic stratum. Initially, Project Headstart was committed to the goals of enhancing the child's long-term development rather than attaining immediate academic proficiency.

Evaluations of Headstart confirm that children who have participated in such programs enter primary school close to national norms in measures of school readiness, and that their gains tend to be maintained during the first year of school. Favorable effects on achievement, motivation, task orientation, emotional growth and social behavior or adjustments are also suggested.*

Research reports examined Headstart, Followthrough and other primary programs and conducted an analysis of longitudinal studies prepared by the Consortium for Longitudinal Studies under the supervision of Irving Lazar and Richard Darlington. This review is restricted to recently published material, much of which contains summaries or further analysis of earlier research and evaluation efforts.*

Participants in preschool programs perform equally well or better than their peers when they begin regular school. Not only have studies reported significant gains in terms of I.Q. and on measures of general cognitive and language skills, but participation in such programs has an effect on social adjustment and motivation as well.*

Although many studies reported that participation in a preschool program has a beneficial effect on the child's development and an immediate positive impact, some researchers continue to assess whether early intervention has a long-term effect on the child's performance in school. Others have compared gains made by children in preschool programs with varying philosophies and curricula. The effect attributable to continuity or lack of continuity of approach from preschool through the primary grades has been questioned by several analysts. There is also the question of who should be served; many researchers studied only disadvantaged or high-risk populations.

However, there is a growing trend to incorporate early childhood programs into the regular school operation. For example, the Buffalo Public School System recently initiated ten early childhood centers as part of its education system. Another ten districts, located primarily on Long Island and in Brooklyn, receive financial support for day-care or other special programs in public schools. Approximately fifty additional school districts in New York State have classes for four-year olds.

School districts have found these programs to be educationally sound and economically beneficial. Educational benefits have included: 1) a source of continuity from home to school, and 2) greater continuity from kindergarten to the elementary grades. Economic benefits have included: 1) lowering the subsequent cost of education

* For a review of the literature see Review of Selected Research on Preschool Education. Bureau of Child Development and Parent Education, New York State Education Department, 1980.

because students are less likely to repeat grades in the early years, and 2) ensuring that a higher percentage of students remain in school and receive high school diplomas. Thus, over a period of time, early childhood education appears to be significant in positively shaping future outcomes for children, institutions and society in general.

Similarly, it has been found that attitudes and understandings of children can be effectively guided at this early age with respect to differences among and between people of various cultures. Much has been documented to indicate the degree and extent to which children can be influenced by literature, the media and other factors in their environment.

Considering the cultural diversity in many communities, and the interdependent nature of our society, the need for better communication among people becomes apparent. What better way to accomplish this than to instill in the very young the knowledge and understandings that will help to overcome the divisiveness and mistrust that so often prevail when we have not learned to accept and appreciate people and things that are different.

A PHILOSOPHY OF RACIAL/ETHNIC PLURALISM

The instructional program of every school should include intergroup concepts which are designed to improve the student's understanding of the relationship between individuals and groups from differing racial, national origin, religious and socio-economic backgrounds. One must keep in mind that every individual has a cultural background. All families have their own cultures with distinctive beliefs, customs, values, behaviors and relationships.

The issue of educational equity has caused people from various cultural groups to become aware of the need to find ways of relating with one another. No cultural group lives in complete isolation; each influences and is influenced by others. America today is being recognized as a culturally pluralistic society. Each person's exposure to other cultures and racial/ethnic groups has continued to increase over the years; and, in many instances, the richness of cultural diversity can serve to enhance our lives.

It is important that teachers, school administrators and other school personnel be aware of and sensitive to their diverse student populations. Special attention should be given to the atmosphere created within the school and the nonverbal messages that the environment indicates to students, parents and teachers toward people of differing racial/ethnic backgrounds. The administrator is one person who has the capability of setting the tone and structure that will facilitate positive intergroup relations.

It is essential that the classroom teacher understands and shapes his or her ideas, attitudes and understandings to extend to other individuals and groups within the classroom. We look to him/her to teach that individual worth and ability is the measure for all humankind.

Curriculum revisions, formal and informal, are necessary to incorporate the ever-changing issues of our society and to emphasize equal opportunities for success within the school community. Therefore, the need for cross-cultural communication skills that facilitate cooperation and respect between and among diverse cultural and socio-economic groups will increase. The school should assist all students to develop skills, attitudes and abilities that help them function successfully within and across racial/ethnic lines. If America is to fulfill its role of providing for justice and equality, it must foster schools that promote and reflect a culturally pluralistic viewpoint.

See: James A. Banks. Multiethnic Education: Practices and Promises. Indiana: Phi Delta Kappa Educational Foundation, 1977; and Multiethnic/Multicultural Early Childhood Curriculum for Young Children--Designed for Yakima Indian Nation Early Childhood Programs. Spokane, Washington: Yakima Indian Nation Education Division, 1979.

PURPOSE

The purpose of this Multicultural Early Childhood Resource Guide is to provide the classroom teacher and school administrator with a resource for integrating multicultural concepts into the standard program. The guide will assist school personnel in providing students with equal opportunities for success by offering diverse multicultural experiences within daily lessons and activities.

Teachers are encouraged to make the activities relevant to the needs of the students through his/her own creative abilities. However, the ultimate success of the activities depends largely upon the teacher's sensitivity and capability in the area of cross-cultural communications.

The suggested activities should help teachers in providing a variety of learning experiences related to the various racial/ethnic backgrounds as well as achieving multicultural learning goals.

Hopefully, this resource guide will encourage the school administrator to institute and/or expand policies that will promote and enhance cultural pluralism throughout the school environment.

OBJECTIVES OF THE MULTICULTURAL EARLY CHILDHOOD RESOURCE GUIDE

- To assist the classroom teacher in recognizing differences and utilizing them in a positive manner.
- To assist the classroom teacher in integrating multicultural activities into an established curriculum.
- To assist the classroom teacher in fostering self-esteem, confidence and respect for individuals of varying race, creed, color or ethnic backgrounds.
- To assist the teacher in understanding how bias and stereotyping can affect students in the classroom.
- To assist the teacher in creating an accepting atmosphere conducive to the learning of all children.
- To assist the teacher in relating to parents of different racial/ethnic backgrounds.
- To assist the classroom teacher by providing reference materials for implementing a multicultural curriculum.
- To assist administrators in creating a school environment that encourages inter-group experiences among teachers, parents and students.

*CLASSROOM AND SCHOOL ECOLOGY

The environment of the total early childhood center should reflect the concept of culture in the manner in which rooms are arranged, learning materials are selected and activities are designed.

To be child-centered means constantly to draw upon the world of the child...the child's physical and emotional worlds...as well as the particular ways in which the child learns. Each of these worlds is understood to be closely associated with the child's concept of his/her own culture and that of others.

The idea of drawing on the experiential background of each child means that the program must be multiethnic and multicultural in nature because each child brings to the center a variety of experiences, including a combination of the past and present. This means that the program draws not only upon the traditions that children bring with them to the school, but also incorporates the present world in which they live.

Since the teacher interacts with children of many backgrounds, it is important to develop a sensitivity for and an awareness of these differences. The school must accept the child as he/she is, with his/her own pattern and rate of growth, and help the child to develop by providing appropriate tasks in each of the many areas of learning.

A positive classroom climate should allow for all students to interact on a regular and frequent basis. This may be accomplished through seating arrangements, assignments in group activities, and school practices and policies that allow for daily contact. A sensitive classroom environment also demands close attention to the selection of learning materials that visibly reflect the classroom population. Pictures, story books, bulletin boards and other classroom displays all should reflect the multicultural nature of the child's world.

Additional classroom activities should be designed to complement the variety of learning materials and facilitate intergroup relations. Activities should be varied in order to capitalize upon the natural individual interests and abilities of children, as well as upon differences emanating from race and ethnicity. The whole child comes to school bringing his/her mental capacities, emotions, bodily skills and individual manner of socializing, regardless of his/her racial/ethnic background.

Just as classroom ecology influences the types of messages transmitted to students, the total school environment is significant in providing a program that is multicultural in nature and content. The school administrator can perform a prompt self-analysis by observing the manner and number of times that parents interact with school personnel, the policies and practices that encourage this interaction, and the general mode of communication utilized by parents of varying backgrounds. Once the school administrator becomes conscious of these factors, then adjustments for increasing interaction between parents and the school can be facilitated.

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* This concept was first developed by Joseph Grannis and Carolyn Hammond at the Institute for Urban and Minority Education, Teachers College, Columbia University.

Due to the importance of developing positive self-concepts and self-esteem on the part of pre-schoolers, and culturally different pre-schoolers in particular, minute details such as who most frequently helps the teacher, who receives recognition and leads the activities should be examined. In nurturing a positive self-image, children of different racial/ethnic backgrounds should feel accepted and capable of becoming active participants in classroom activities.

In planning a well-rounded multicultural program, it will be useful if the teacher incorporates some of the following ideas:

1. Invite as special guests resource persons from all segments of the community, including parents, law enforcement officers, firefighters, local folk dance groups and other representatives of the community and its working force. The law enforcement officer or firefighter who is a member of a particular racial/ethnic group can help the teacher to overcome the various aspects of bias and stereotyping that may exist.

2. Plan field trips to various ethnic communities. The teacher can determine what should be seen based upon the racial/ethnic makeup of the class and the extent of exposure to different cultural groups.

3. Contact the library for assistance in setting up a visitation schedule when special exhibits, story hours and activities are conducted that are multicultural in nature and content.

Classroom ecology simply means utilizing resources already available to create a learning environment that is conducive to facilitating opportunities for academic and social success for all students.

*NONVERBAL COMMUNICATION IN THE CLASSROOM

People are constantly communicating "real" feelings through silent language, the language of behavior. Sometimes this is correctly interpreted, but more often it is not. Studying cultural communication styles in any group of children is an important factor in understanding that cultural groups differ in the expression of feelings and emotions. Each person takes his/her own particular culture very much for granted. For example, individuals often are not aware of the number of times touching occurs during a conversation. In a normal everyday greeting among Mexicans, Puerto Ricans and Cubans there is constant touching, slapping of backs, kissing and rubbing of upper parts of bodies in the simplest of greetings; while in the Anglo-American culture, people seldom touch.

Sometimes we are not aware of the many elements that make up our cultural personality, our racial/ethnic identity. We continue to be completely unaware of the reasons for our actions and behavior. We are not conscious of the sounds we make when we speak, nor the intonation patterns we use, nor how these contrast with those of other cultures. We are not aware of our gestures, nor how we space ourselves when talking with others, nor if we tend to stare at people too long when we converse. For example, staring and eye contact among Americans is not permissable for either gender in public places (i.e., streets, schools, banks, offices, churches) or private places (i.e., homes), but it is expected when speaking to someone. Many people of Latin background never establish prolonged eye contact during a conversation, which often times causes feelings of discomfort in the United States, because eye contact during a conversation in this country is important.

With a sense of pride, the teacher can develop adequate teaching materials that will make it possible to systematically scrutinize his/her own nonverbal communication skills and compare those of other cultures in the classroom.

It is important for teachers, administrators and the children to know that people from different racial/ethnic backgrounds display "peculiarities" in their behavior. These "peculiarities" reflect their culture and are not necessarily bad, just different.

Since the means of expressing respect, love, friendship and warmth may be different within various cultures, the wrong message may be transmitted between students and teachers, causing disharmony in interpersonal relationships. To avoid painful misunderstandings among those groups, we need to teach and discuss these differences or at least point them out. In doing so, we can help develop feelings of warmth and respect for the ways in which human beings go about arriving at the same things (i.e., relaxation, happiness, enjoyment). It should be explained to children that they are not learning a better way of behaving, but simply learning a different way in order to function adequately in another culture and setting.

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* Various concepts in nonverbal communication are taken from: Carmen Judith Nine Curt, Nonverbal Communication, National Assessment and Dissemination Center for Bilingual/Bicultural Education (Cambridge, Massachusetts, 1976).

Observing the following concepts among children of different racial/ethnic groups should increase teacher awareness of various cultural expressions:

- facial expressions
- head and shoulder movements
- staring and eye contact
- finger movements
- hand movements
- touching
- smiling
- conversation

Gaining a better understanding of the nonverbal characteristics and different modes of communication of the students in his/her classroom can help the teacher provide students with a more satisfactory and richer life experience. It helps her/him to operate a truly multicultural and equitable environment to increase self-awareness, self-identity and effective interaction. Cross-cultural understanding is an enterprise of learning to live together...together, but differently.

BASIC PUPIL CHARACTERISTICS

An effective multicultural early childhood program naturally should include activities that help to meet the needs of all children. However, there are certain aspects the classroom teacher should attempt to nurture in the culturally different child, such as self-esteem and self-expression. The child of the dominant culture, on the other hand, should be provided the experiences of learning about others, to explore and respect their cultural norms and mores. All of these needs are interlocking and interdependent.

School and classroom activities should address the basic needs of all children and the special needs inherent in a multicultural setting. Through managing, observing and facilitating interaction among children of various backgrounds, teachers can become informed and sensitive regarding these basic and special needs.

The basic needs of <u>all</u> children can be categorized as follows:

A. <u>Social</u>

- to cooperate
- to share
- to give
- to enjoy
- to take turns
- to be loved
- to respect
- to learn about others
- to communicate, verbally and nonverbally
- to be secure
- to be recognized
- to explore

B. <u>Emotional</u>

- to develop self-esteem
- to develop self-control
- to develop trust
- to develop obedience
- to develop self-expression
- to develop independence
- to develop kindness

C. <u>Physical</u>

- food
- clothing
- shelter
- cleanliness
- safety

D. Cultural

- foods
- seasons
- clothing
- shelter
- beliefs
- religion
- language
- history
- group identity

E. Developmental

- eye, hand and foot coordination
- small and large muscle coordination
- self-care skills

Although the basic needs of all children are the same, the sharing of cultures and values among different cultural groups serves to enhance the social and emotional development of each.

Cultural aspects to emphasize include:

- that we are bound by our culture; it cannot be shed
- that every culture has its roots
- that culture functions from an awareness of those roots and what they imply
- that in order to understand others, we must first seek our own cultural identity
- that by studying and observing the cultures of others, we can better understand and appreciate our own culture and its role in society
- that cultures are neither better nor worse, simply different
- that in spite of inherent differences, there are basic similarities such as love, family, loyalty, friendship and joy*

The teacher in a multicultural classroom should utilize children, parents and community resources in order to develop a knowledge of and an appreciation for these diverse needs. The individual interests of children can be identified by the teacher in a child/parent teacher interview, and by special attention to all that occurs within the classroom as suggested above.

* Carmen Judith Nine Curt, Teacher Training Pack for a Course on Cultural Awareness, National Assessment and Dissemination Center for Bilingual Education (Fall River, Massachusetts, 1976).

HOW CHILDREN LEARN

Learning can be defined as a change in behavior resulting from normal growth and life experiences. The child is constantly in quest of satisfying those changing needs. The individual and the environment will influence what learning will take place and the quality of that learning. It is the responsibility of the school and other social institutions to help the child to meet these needs in ways that are not only satisfying, but in ways that will encourage behavior patterns that are personally and socially constructive and acceptable. The early years of a child's development are the root years from which future growth will stem. This is as true of intellectual, social and emotional growth as it is of physical development.

A child's self-image affects how and what learning will take place. Each teacher plans for his/her particular group of children, giving careful consideration to the interests, learning styles and needs of the individual child.

A multicultural classroom population can be a primary source for developing curriculum materials. The teacher can learn as much from the culturally diverse students as classroom activities permit by encouraging children to share personal experiences, materials from the home and people from the community, including family members. The multicultural curriculum should impact directly upon effective learning for cultural awareness and understanding, remembering that children learn in a variety of ways:

- Through activity.
- Through first-hand sensory perception, feeling, listening, smelling, tasting and observing.
- Through experimentation, manipulation, exploration and trial and error.
- As a result of encounters with a variety of media, problems, ideas and people.
- As active members of a congenial social group.
- In the process of identifying with the adults in their lives.
- Most efficiently through what is related to their own purposes and interests.
- Learn best when self-esteem is positive.*

Providing children with experiences and exposure to different life styles, different world views and values is educationally sound because:

1. It provides numerous opportunities to satisfy all children's natural curiosity and eagerness to learn.

* Beginning Steps in Planning Schools For 3 and 4 Year Old Children, State Education Department, Bureau of Child Development and Parent Education, Albany, New York, 1967.

2. It simultaneously assists in reducing stereotyping and bias that might stem from the home and carry over into the school environment.

3. It provides a means of facilitating the personal growth of the individual child through acquiring information, contacts with people and experiences that differ from his/her own.

The racial/ethnic background and culture also impacts on the manner in which the pre-school child learns concepts and information. For example, children with an African element in their native culture (i.e., Carribean and Afro-Americans) may differ in learning style from the Anglo-American child. Several researchers have noted that the traditional classroom is built, for the most part, around the Anglo-American cultural learning style which emphasizes the manipulation of objects such as books, listening stations, learning centers, programmed instruction and so forth; while some research indicates that children of African descent, depending upon socioeconomic status, their parents' background, geographic location and other factors may be more people-orientated and require more human interaction in the learning process.*

Other differences noted in Afro-Americans in particular include: 1) tendency to view things in their entirety and not in isolated parts; 2) preference for inferential reasoning rather than deductive or inductive reasoning; 3) tendency to approximate space, number and time instead of aiming for complete accuracy; 4) focus on people and their activities rather than objects; 5) possess a keen sense of justice and quickly perceive injustice; 6) tend to prefer novelty, personal freedom and distinctiveness; and 7) in general, tend not to be "word" dependent, but proficient in nonverbal as well as verbal communication.*

The importance of noting these differences is not to stereotype all black or brown children, but to utilize this information to vary instructional methodologies to include the learning styles of children of different backgrounds within the classroom. It is important not to expect these differences in all children of a particular racial or cultural background, but to observe and note each child individually and attempt to incorporate their learning styles into the method of instruction.

* Janice Hale, "Black Children: Their Roots, Culture, and Learning Styles," Research in Review, January 1981, pp. 37-50.

SUGGESTIONS FOR ENRICHING INSTRUCTION IN A MULTICULTURAL CLASSROOM

In aiming for improved instruction in the multicultural classroom, the teacher should be aware of the culturally different child, the background, interests and general feelings that affect the child's ability to learn. The teacher's purpose should be to enrich the young child's interest in traits that are unique to his/her own cultural heritage, and to develop an awareness and acceptance of differences in others as well.

- The abilities and interests of all children should be considered when planning (long- and short-range planning).
- There should be flexibility in planning.
- A variety of approaches should be used to encourage student participation.

Some suggested approaches include:

A. Firsthand Experiences

1. Field trips to ethnic communities (i.e., Chinatown, Little Italy).
2. Resource people, which include family members and members of racial/ethnic groups in non-traditional roles.
3. Interest centers that provide experiences and contact with multicultural materials.

B. Use of a Variety of Materials

1. A variety of multiethnic children's books that are non-biased and non-stereotyped.
2. Magazines that display different racial/ethnic groups in a non-biased manner.
3. Teacher-made materials that recognize and deal with multicultural concerns.
4. Pupil-made materials that allow children to express their own cultural identity and those of others in the school community.
5. Supplementary multicultural materials for further interest and exposure at the child's leisure.

C. Use of a Variety of Audiovisual Materials

1. Films, slides and filmstrips of a multicultural nature.
2. Tape recorder for recording and sharing of children's personal experiences.

3. Phonograph records for listening to multiethnic songs, poetry, storytelling, rhythms.

4. Pictures including self-portraits, lifestyles, famous people, geographic and economic differences.

5. Displays including flannel, chalk and magnetic boards.

D. Creative Expression

1. Art

2. Music

3. Language

4. Dramatization of stories and situations

5. Choral reading

6. Fingerplays

These suggestions and areas of activity for enriching instruction should provide flexibility in meeting the needs of different learning styles and teaching methods in the multicultural classroom.

PARENT INVOLVEMENT IN A MULTICULTURAL SETTING

Multicultural education is only as effective as the relationships between parents and staff. Parent involvement for all children is important during the pre-school years. However, parent involvement for the culturally different child is especially significant. Many times there are strong differences in terms of values, expectations for children's behavior, forms of discipline and customs. The specific differences may have much to do with the cultural and class background of both parents and staff. The staff has a responsibility to become familiar with the culture of the parents, to be open to their point of view, and be able to explain the school policies regarding any question. Agreement may occur in some instances and not in others. However, if there truly is respect and open communication, a degree of understanding is possible. Multicultural education means being comfortable with differences as well as recognizing similarities. The key concept is mutual respect. It would be arrogant of staff to consistently regard parents' opinions and feelings as inferior. The parents' influence on the child is always greater than that of the school. The focus of discussion should be on the child, not on who is right and who is wrong. The vast majority of parents have their children's interest at heart and will respect an honest, open discussion on school activities or policies which will ultimately benefit their children.

Concrete ways in which parents can contribute to the program include:

a. helping to develop program goals and objectives.

b. helping to decide what themes and activities should be taught to the children.

c. helping to gather materials and resources for the curriculum.

d. participating in the classroom, if possible.

Parent-staff meetings and workshops planned and executed with the help of parent representatives are another means of furthering parent education and involvement. Individual parent-teacher conferences are an important opportunity for parents and teachers to focus their attention on the child's progress and any problems he/she may be encountering.

An important part of parent-staff relations in a multicultural program is to have the parents themselves share their cultural heritage with one another. Parents, as well as the children and staff, must become involved with learning to respect differences and observe similarities. Activities which might foster cross-cultural communication among parents include:

a. multicultural potluck dinners.

b. workshops on specific racial/ethnic groups.

c. parent talent shows.

d. working together on committees.

e. planning a weekend field trip to an ethnic holiday celebration such as the Japanese Spring festival, Black History Month, etc.

Ultimately, the parents are the source of the children's feelings toward themselves and other racial/ethnic groups, and they are important in making the educational experiences of each child a more cooperative and effective venture.

MULTICULTURAL CURRICULUM DEVELOPMENT

A good curriculum provides opportunities for the child to acquire social skills, attitudes and knowledge through contacts with culturally different children and adults. The child will learn a great deal about cross-cultural communication from the prevailing climate of interpersonal relations among staff and between teachers and parents. Parents of varied racial/ethnic backgrounds can make positive contributions to many curricular areas.

Information gained through approaches previously suggested can help the child define and clarify his/her thinking. It is important that when planning objectives and activities, the teacher consider what beneficial materials and community resources exist outside the school. This has proven to be fruitful when dealing with multicultural concerns, because it provides opportunities for community leaders and/or organizations within the various racial/ethnic neighborhoods to participate in the school process. This in turn allows for the necessary connection of school and community, and for a "reality-based" curriculum in which the initial effort is concentrated on bringing to the classroom various facets of the child's cultural environment. This includes the immediate family and family members, holidays and national heroes.

Most of the musical and art experiences in the early childhood program are spontaneous, not restricted to a particular art or music time, but integrated throughout all areas of the curriculum. Concepts and understandings can be enriched by having a talented parent or friend of another racial/ethnic background visit the classroom and perform a wide range of songs utilizing a variety of instruments. Let the children see, touch and try out such instruments. Art and music provide many exciting experiences in helping children develop an appreciation for other cultures.

A rich experimental program in Social Studies and Language Arts provides the pre-schooler with a variety of subject matter for discussion. It gives children the opportunity to describe what they have seen and done, what their perspectives are, and how they feel about their experiences.

Dramatic play enables a child to assume various roles within the family or community by providing opportunities for speaking and listening. Play may reflect the child's family life, suggesting to the teacher valuable insights into the relationships that tend to preoccupy him or her. It may explain the child's attempt through fantasy to find solutions to his or her problems. In a classroom with a diverse population the teacher's attention to these nonverbal messages will provide valuable insight as to the best method of nurturing the culturally different child.

Introduction to nonbiased children's literature and poetry is an important aspect of the language program. Attitudes toward books and literature are developed at this level. Storytelling and fingerplays are generally a favorite with pre-schoolers. The teacher and/or resource person from outside the classroom may tell or read stories of a multicultural nature. Although most pre-schoolers need discussion on a one-to-one basis, some may participate in small group discussions that provide opportunities for listening, for give and take, and for describing similar incidents and contributing relevant comments.

Math and science activities draw on mathematical ideas that help all children gain more realistic concepts of self in relation to others in the classroom. Math and science concepts can be integrated throughout the curriculum by focusing on stories of great inventors from different racial/ethnic groups, by focusing upon different perspectives of the element of time (i.e., American clock compared to the Ethiopian clock), by use of the globe or artifacts and objects to emphasize shapes, sizes and other features of various countries. This approach can be expanded to include multicultural activities in the social studies and language art areas.

MULTICULTURAL ACTIVITIES

The following suggested manipulative, multicultural activities are included as examples of how instructional activities can make explicit the multicultural dimensions of our society. The experiences are structured to bring out concepts, attitudes and skills which may be lacking in the core curriculum.

Many opportunities are provided for conceptual learning through the interdisciplinary approach which focuses on learning through feeling, seeing, touching, listening, manipulation and discussion.

Most of the activities can be used with children in pre-school through kindergarten. However, it may be necessary to adjust and/or modify activities based on the interests, experiences and needs of your children. The proposed activities and resources are merely examples of learning experiences that early childhood teachers can provide for young children.

Concept: Likenesses and Differences

Objective: To develop a positive self-image and awareness of likenesses and differences.

Activity: Development of a positive self-image may be reinforced by use of Indian, black, white, Hispanic and Asian dolls. As the child plays with a doll, not only will he/she obtain a more realistic image of himself/herself as a "father/mother," but he/she will feel an identification with all fathers/mothers and all people in a very positive and acceptable way. The white child will also have an opportunity to know and "love" a doll of another color, in an atmosphere of love and acceptance.

Objective: To show how chance makes each person a "one-of-a-kind original."

Activity: Have ready to distribute to children crayons and paper for each class member and choices for the following: eyes (big, small, blue, brown, gray, green), nose (big, round, long, short, narrow), mouth (small, wide).

Start this activity by asking, "Why don't all people look alike?" In the discussion the following points should be brought out. People come from different parts of the world; they belong to different races, and they all have different parents. End the discussion by passing out crayons and paper and saying, "Today we are going to find out how chance or luck makes each of us different." Have children choose different shapes to make their picture. Explain that some people are very different and others are only different in a few ways, but each person is different enough to be a "one-of-a-kind original." It should be explained to children that if everybody was the same, it might solve some problems but would also be quite boring. No two people in the world are exactly alike. Even identical twins have different fingerprints and different voice prints.

When the faces are finished, let the children compare their drawings. All drawings can be hung on the bulletin board under the heading, The Original Me. For basic information the following resource may be useful: Shepard, Mary and Ray, Vegetable Soup Activities (1975).

Objective: To show that people share more similarities than differences, yet differences help to enrich our lives.

Activity: Have ready: 1 large colorful multiethnic picture. The teacher may begin the activity by showing a large picture with different races of children on a playground. Discuss the picture with the children; point out similarities and differences of each child. The similarities may take the form of color of clothing, hair, sex and games they are playing. The differences may take the form of pigment of skin, eye features, hair and color. Have the children give a name to each child in the picture so that when talking about a particular child, he or she will have a name.

Concept: Self-Esteem

Objective: To develop a stronger and more positive self-image in each child.

Activity: No pictures will stimulate conversation like pictures of ourselves. When shadow silhouettes are projected on the screen with an opaque projector or mounted on a chart, children will begin to talk not only about themselves, but about their families, friends, neighbors and neighborhoods. Family pictures from travel excursions, family gatherings and people in the community are excellent stimuli for discussion of racial/ethnic groups. Pictures of the children may be taken by older junior and senior high school students from a photography class, or the children can bring some photographs from home for classroom use. See Multicultural Resources: Black, Spanish-Speaking, Asian American, Native American, Pacific Island Cultures, (ED 152-394) for resources.

Concept: Rhythms and Listening

Objective: To listen and respond to music of several cultures.

Activity: Music and rhythms may not only be used for developing auditory discrimination skills, but may provide excellent opportunities to note the contributions of various cultures to music. Children may be introduced to the instruments used to accompany the song and dance. Stories about ethnic composers and musicians may be used as a part of the story hour. Pictures of performing artists may adorn the room. With the popularity of children's educational television programs such as Sesame Street, children can learn from the records produced by this show. You may wish to use the record from Sesame Street which deals with differences, prejudices and self-esteem. The teacher can talk about the differences

among rhythms. Discuss the influence that rhythms of different cultures have had on contemporary American music and musicians. Over a period of time, distinctive Mexican, Puerto Rican, Indian, African, Western and other appropriate music of different cultures can be introduced. Have children make musical instruments from several cultures using coffee cans, salt or cigar boxes. Invite parents or others to demonstrate a variety of instruments. For basic information the following resources may be helpful: Hobson, Charles and Moody, Charles, From Jumpstreet: A Story of Black Music, (1980); other information and songs from Folkway Records.

Concept: Time and Distance

Objective: To help the child become familiar with the concept of "time" and its many meanings in different settings.

Activity: An awareness of time is developed through discussion, using such terms as "time to clean up," "time to go home," "time for a morning snack." Read the story of Benjamin Banneker, a black man who made the first striking clock in America. Display an Ethiopian clock comparing time in Ethiopia and in America. In Ethiopia, the first hour of the day is called 1 o'clock (7 o'clock in America), the second hour of their day is called 2 o'clock (8 o'clock in America), and so on. Teach the song about Benjamin Banneker when introducing or reinforcing concepts and understandings about the reckoning of time. See Clark, Margaret Goff, Benjamin Banneker: Astronomer and Scientist, (1971) and also New York State Education Department, The What and How of Teaching Afro-American Culture and History in the Elementary Schools (1972) for basic information.

Concept: Comparisons

Objective: To compare the ways in which different people observe and celebrate holidays.

Activity: Holidays provide a wonderful and natural way to introduce children to the concept of the pluralistic nature of our society. Celebration of Amie de Mayo, Columbus Day, Martin Luther King Day, Malcolm X Day, as well as Indian Day and Copernicus Day, etc. may supplement the normal emphasis given to understanding racial/ethnic groups throughout the total curriculum.

Discuss holy days celebrated around the world, (i.e., Kwanza, Hanukkah) and allow children to perform the rituals associated with each celebration. Through such celebrations, the children begin to become aware of their national heritage. Parents may prepare food, assist the children in creating decorations, and teach the children songs and dances. Stories and films may also be used to show how different people celebrate holidays. See Madhubuti, Safisha L. The Story of Kwanza (1977); and Banks, James. Teaching Strategies for Ethnic Studies (1979) and U.S.: A Cultural Mosaic, Teacher Handbook for a Primary Grade Multidiscipline, Multicultural Program (1975) for needed information, distributed by the Anti-Defamation League of B'nai B'rith.

Concept: Family

Objective: To help students understand the possible definitions for the term, "family."

Activity: Too often the family is defined, either directly or indirectly, in terms of a father, a mother and children. It is important for students to realize that the term "family" can have a variety of meanings, and the structure and roles of the family can vary within and among different cultures.

Students should discuss their families in terms of the family members. The names of each child's family members could be written on the board by the teacher. Students can draw pictures of their families.

The following possibilities may surface while teacher and children discuss the family:

1. nuclear family (parents and children).
2. extended family (including other family members).
3. single-parent family (one parent).
4. families without children (two adults).
5. no-parent family (child lives with another relative, with a guardian, or with another adult in foster home).

Explain that families in some cultures may follow the extended family concept, while the Western world has more nuclear and single-parent families. The teacher should incorporate science into the study of families, focusing on plant and animal families. After reaching the understanding that there is no one definition for family and that family members can assume different roles in different cultural groups, students can further participate by cutting pictures from magazines and placing them in individual booklets. See Ebony Jr., National Geographic, and other popular magazines; for additional activities see Individual Differences: An Experience in Human Relations for Children (1981), distributed by the Anti-Defamation League of B'nai B'rith.

Concept: Cultural Pluralism

Objective: To help the child understand and become familiar with foods as an example of cultural diversity.

Activity: Foods eaten in the United States reflect the diversity of its people. Many foods have their origins in distinct cultural traditions. Therefore, an exploration of the origins of different foods can provide insight into the particular cultural groups represented.

The teacher can set up a food testing fair with the children contributing food that is reflective of their backgrounds to sample in the classroom. Ask parents to send a descriptive note explaining the food. Through discussion it should be stressed to students that they are guests, and we all have different tastes. No one is expected to like everything, but encourage each child to try every food. See Vegetable Soup I and II (1975) for ethnic dishes and their use in introducing pluralistic concepts.

Concept: Interpretation and Self-Expression

Objective: To develop in children a better understanding and appreciation of literature representative of different racial/ethnic groups.

Activity: It is common for children to be familiar with and to be read stories that only reflect the white American or European cultures rather than those that represent a multicultural perspective. Because literature can influence and develop children's attitudes with respect to people, it is important to introduce students to the literature of a variety of racial/ethnic groups in America.

A multicultural reading center should be established in the classroom. The teacher should gather a variety of multicultural literature for children to browse through. One should periodically select a book and read the entire book, or selections, aloud to motivate interest and provide learning experiences. A discussion of the different characters, their activities and environment can be helpful in developing children's acceptance of differences in people, customs and cultures. See Multicultural Resources: Black, Spanish-Speaking, Asian American, Native American, Pacific Island Cultures and also Teaching Strategies for Ethnic Studies (ED 152-394) for literature on different racial/ethnic groups.

Concept: Listening and Speaking

Objective: To develop listening and speaking skills through the use of multicultural literature.

Activity: Puppetry and choral reading can help to set children, who are hesitant or afraid, at ease. Puppets can speak for students if they are too shy to speak for themselves. In choral speaking everyone can take part so no one child feels that he or she is left out. Young children might enjoy learning Paul Lawrence Dunbar's "Dawn," or David W. Cannon's "Pigment"; and there are many poems written by black poets especially for young children. Anthologies of children's writings such as "The Me Nobody Knows," edited by Stephen M. Joseph, provides material which young and old alike enjoy. Children can express themselves by illustrating their feelings through drawings, by moving to the music, and still be exposed to a variety of multicultural concepts. For additional resources see The Black Experience in Children's Books, 1979, and Grant, Gloria. In Praise of Diversity: Multicultural Classroom Applications (1977).

Concept: Sets

Objective: To recognize sets of similar objects and determine how many objects are in the set.

Activity: Children will become more interested in math when the teacher introduces concepts which allow them to use manipulative materials that are familiar to their backgrounds or are novelty items. The teacher can show pictures of objects depicting several cultures. Ask the children to place these objects into similar sets and count how many are in the set. These sets could include musical instruments, clothing, utensils and tools from different cultures. Discuss why different cultures utilize different utensils (forks, chopsticks, hands), types of clothing (kimono, caftan), and musical instruments (maracas, African drums), in relation to climate and culture. The children could then make a bulletin board of sets of different objects, identifying each set with the appropriate numbers. Appropriate pictures can be found in fine arts books, National Geographic, Life and Ebony (old library copies) as well as other current popular magazines. Also see Lee, Nancy. Hands on Heritage: An Experimental Approach to Multicultural Education (1978) and Ethnic Cultural Heritage Program, Rainbow Activities (1975) for ideas and information.

Objective: To help pupils understand that race is one way of grouping people, but that no one race is better than another.

Activity: Explain that in the past, scientists have made attempts to group people according to shade of skin, color, kind of hair, shape of face and other physical characteristics. This idea of grouping has been called race, but scientists have never agreed on how many such groups or races exist. Although it is often useful to group people and even to categorize them into races, it must always be remembered that no one group or race is any better than any other.

Have ready: triangles, squares, circles and rectangles cut from construction paper. For each geometric shape use red, blue, yellow, green and orange paper, and cut out three sizes of each of approximately 6-, 3- and 1-inch figures. Begin this activity by asking the class, "What does it take to be a human being?" Write down the answers such as legs, eyes, arms, feet and so on. Then ask, "What are some of the ways in which humans can be grouped?" For instance, by family, country of birth, hair color, neighborhood, size and shade of skin color. The purpose of this activity is to show how the same person can fit into many different groups.

Divide the class into small groups and give each group a variety of geometric shapes of different sizes and colors. Ask them to arrange the shapes into groups. Undoubtedly, some of the groups will arrange the shapes by colors, others by size and still others by geometric shape. This activity will demonstrate how various shapes, like people, share many of the same qualities. For additional information, see Shepard, Mary and Ray. Vegetable Soup Activities (1975).

Concept: Observation

Objective: To identify and observe.

Activity: Although children in pre-school do not study biographies, except through celebrating some holidays, interesting concepts can be woven into science lessons as they occur. Discuss George Washington Carver's contribution to science and the use of peanuts. The story of George Washington Carver can be told or read to the class (George Washington Carver - The Peanut Man). Teach the song "George Washington Carver." The class may have a George Washington Carver party, make and/or serve peanut butter on crackers. The teacher will bring in raw peanuts to plant in containers. With a globe, point out places in the world where peanuts grow, (i.e., China, India, United States). Discuss the hot, wet climate common to all of these countries. The children will observe, handle, taste and plant the peanuts. Students will observe and record the growth of the plant by drawing the different stages. See Grant, Gloria. In Praise of Diversity; Multicultural Classroom Applications (1977) for additional activities.

Concept: Comparisons and Differences

Objective: To learn the need for a variety of ways of communicating.

Activity: Discuss the different means of communication among groups, emphasizing the commonality of people interacting with one another. Have children cut pictures from magazines to make a mural of examples of communicating with others (both verbal and nonverbal). Discuss four general means of communication: a. written, oral - tape recorders, phones; b. non verbal -Indian sign language, facial expression, African drum language; c. Morse Code; and, d. sign language. Encourage children to demonstrate by role-playing customs of other cultures. Have representative resource people report to the class using artifacts and audiovisual aids. To enhance nonverbal communication, have children communicate with each other without speaking. See Nine Curt, Judith C. Nonverbal Communication (1976) as a resource.

Concept: Nonverbal Communication

Objective: To help children understand how they can extend warm feelings and friendship nonverbally to children of different backgrounds.

Activity: The teacher will pantomine simple messages soliciting guesses from the students (i.e., Please give me a drink of water.) When the children understand the process, he/she will explain that pantomine (body language) can serve as a means of communication. Children from the group will pantomine messages whispered to them by the teacher (i.e., I need a pencil.)

The teacher will explain how children that are new to their school and particularly the non-English-speaking child often feels uncomfortable. Children should now understand how easily one can communicate with body language and can communicate a warm feeling by a smile or a touch. As a follow-up activity, role play several situations that would help a new student, a non-English-speaking student and/or a student of a different racial/ethnic background, feel welcome. Remind the children that this initial interaction could lead to a rewarding friendship in cross-cultural sharing. See Ethnic Cultural Program, Rainbow Activities (1975) for additional information.

Concept: Nonverbal Communication

Objective: To create the awareness that nonverbal behavior has different meanings in various cultures.

Activity: The teacher may begin this activity by telling the children that we sometimes communicate without speaking words, and that certain gestures and other nonverbal ways of communication sometimes suggest different meanings in certain cultures. Play a game with the children through role-playing certain gestures common to those of Latin background.

	Meanings
1. Nose Wiggling and Pointing With Lips	
Wiggling of nose with or without wrinkling of forehead; looking at person you are communicating with straight in the eye	"What did you say?" "What is the matter?" "What is going on?"
2. Finger Movements	
Pointing with finger	"That one." "Those." "May I have some of that, please?"
3. Hand Movements	
Moving hand at waistline towards the outside with sharp movements from the waist	"What is it?" "What's that all about?" "What's happened?" "What do you mean by this?"
4. Shoulder Movements	
Shoulders shrugged high and held there; mouth corners drop as head tilts to side	"I don't know. Search me!"

	Meanings
5. Head Movements	
One nod, while looking at a person	"Come in."
6. Facial Expressions	
A smile, big eyes, forehead up	"Yes? What can I do for you?"

For additional information see, Nine Curt, Judith C. Nonverbal Communication (1976).

Concept: Creative Expression

Objective: To express oneself through creative dance and drama.

Activity: Drama and dance help to establish spatial concepts. People of all racial/ethnic groups have their own special music and dances for special occasions and purposes. The teacher may use a wide variety of music to explore a variety of musical forms representative of different racial/ethnic groups and of different time periods. Discuss the meaning of special musical celebrations within each culture. Play music and teach dances from cultural groups represented among the children's backgrounds. Invite parents to help provide costumes for the dances and demonstrate dances, if willing. Provide distinctive Mexican, Puerto Rican, Indian, African and other ethnic music. See Levine, Toby H. From Jumpstreet (1981), for information on various ethnic dances and information as to their meanings for those particular cultures.

Concept: Values

Objective: To experience aspects of many cultures and develop an appreciation of them.

Activity: The teacher will draw a tree with five large limbs representing people of different colors (red, white, yellow, brown, black), explaining that the tree is somewhat like a "family tree" that will demonstrate how we enrich our lives by acknowledging contributions from many cultures. These contributions will be written on the leaves and will be attached to the proper branch. (Control of acceptable items for the leaves is left up to the discretion of the teacher.) Introduce limited subject area (i.e., music, music inventors, leaders). Encourage children to keep the tree "healthy" by making sure each branch has many leaves. The tree will grow by inviting people from various ethnic communities to visit the classroom and speak on a subject or share a particular activity. See Shepard, Mary and Ray. Vegetable Soup Activities (1975).

Objective: To learn the value of not making prejudgments.

Activity: The teacher will begin the discussion with the definition of prejudice and follow with an example. Example: Once there was a girl named Alice who didn't like green beans. She didn't know why she didn't like them. Alice was prejudiced against green beans although she had never even tasted them. So, she built a wall around green beans and shut them out of her life for no reason. As Alice grew older, her dislike for green beans grew and grew. Pretty soon she began to dislike all green foods, even lime sherbet. Of course, Alice's prejudice against green foods did not hurt them, as they have no feelings.

Continue the discussion relating the prejudice toward green foods to the prejudice toward groups of people. Point out in the discussion that Alice missed out on a lot of good green foods she may have liked by her prejudice against all green foods. That, like Alice, people who do not give themselves the opportunity to really know people of all colors, avoiding them with no reason, build up prejudices in the same manner and, miss out on a lot of friendships. Prejudice towards people hurt them, as all people have feelings. See Ethnic Cultural Heritage Program, Rainbow Activities, (1975).

Concept: Similarities

Objective: To be able to identify activities common to all people.

Activity: With the use of pictures, film and other media, show various ethnic groups in the child's immediate environment at play, at work, traveling, caring, wearing clothing, enjoying recreation and playing with other children. It should be explained that all racial/ethnic groups enjoy and take part in some of the same kinds of activities. Each student should cut pictures from magazines depicting people participating in various activities, have a story hour of multicultural literature for examination of the similarity of the character's activities. See Books for Today's Children: An Annotated Bibliography of Non-Stereotyped Picture Books and An Experience in Human Relations for Children, distributed by the Anti-Defamation League of B'nai B'rith.

Concept: Differences and Similarities

Objective: To help children understand that there are different languages but similarities in meaning.

Activity: Teacher will tell the story of the official language of several countries (i.e., Spanish-Spain, Mexico, Central America, Cuba and Puerto Rico). Spanish is also widely spoken in Florida, the Southwest United States and many large cities.

Children may tell of any experiences they have had in their homes or community. The teacher will ask the children if they would like to learn how to count in Spanish and show colorful cards with the following "numeras en Espanol" repeating after the teacher:

1. one - uno
2. two - dos
3. three - tres
4. four - cuatro
5. five - cinco

Children may be asked to draw uno ball, dos kites, tres apples, cuatro trees and cinco cats.

This activity can also be extended to include counting in other languages (i.e., Swahili, Japanese and French). See Ethnic Cultural Heritage, Rainbow Activities, 1975 and US A Cultural Mosaic, Teacher Handbook for a Primary Grade Multidiscipline, Multicultural Program (1975), distributed by the Anti-Defamation League of B'nai B'rith.

Note: As shown above, many of the activities need not involve a numerous amount of written resources for the children, but may require the early childhood teacher to have the necessary resources for essential basic information on the culture, contributions and origins of different racial/ethnic groups. Therefore, in the Multicultural Resource List we have included resources to be used with children and informational resources. To further attempt to effectively promote multicultural concepts at the early childhood level, the concepts of national origin, sex, race, immigration, language differences, the process of learning a second language and bilingualism may be used as topics for follow-up activities.

EVALUATION AND RECORDS

An evaluation of a multicultural program in early childhood education must be flexible in order to measure success. It is a relatively new concept, especially for pre-school children. Therefore, an on-going evaluation must take place on several levels.

a. program evaluation

b. unit evaluation

c. activity evaluation

Program evaluation includes examination of the success of the program in meeting its overall goals and objectives, the program structure and schedule, use of community resources, teaching strategies and parent-staff relations. Teachers and administrators should consider the formal and informal curriculum within the class and school climate.

Many of the goals of a multicultural program, such as changes in the attitudes of children toward themselves and others, are extremely hard to measure. The staff must be creative in trying to evaluate such goals. Teaching methods and materials should accommodate the learning styles of the racial/ethnic groups that are represented. Some possible ways of looking at children's attitudes include:

a. How do children react to unfamiliar materials from another culture such as clothes, housing, transportation? Do they have an automatic negative response or are they curious?

b. Do the children use derogatory remarks towards their own ethnic group or towards other groups?

c. How do children respond to physical differences in color, hair texture, shape of eyes, etc.?

d. Are children helpful to each other? Do they feel comfortable trying new activities? Do they feel comfortable using or hearing language other than English?

Staff members should analyze the changes, if any, which are occurring as a result of using a multicultural curriculum. If no change is perceived, the staff must examine the possible causes. How do staff members relate to each other and with parents? How are unfamiliar materials introduced? Is the staff comfortable discussing racial differences? These, and many more questions, need to be discussed and new techniques developed in order to meet program goals.

The daily schedule and curriculum structure should be examined. Is the theme and learning center approach working? Are the activities too long or too short? Is there a good balance between open-ended activities and structured activities, quiet activities and active play? What materials are lacking? Are the needs of individual children being met? Based on a discussion of such questions, the staff should modify the program where necessary.

An important aspect of program evaluation is examining teaching methods. Do the children find the methods boring? Is there enough variety or is there more need for repetition? Teaching methods are truly the crux of a successful program. If the children are bored, the content of the program will be lost and no objectives achieved.

Use of community resources must be evaluated. Were the children prepared for visitors or field trips? Were there follow-through activities? What did the children remember from the special presentations and field trips? Did these activities enhance the curriculum? Were they too advanced for the children? Each special presentation and field trip should be evaluated so that it can be rescheduled for the next year or discarded if it was unsuccessful.

Parent participation should be discussed. Were parents asked to give input into the curriculum? Did they help with materials and resources? Were their suggestions accepted and used in the program? Were they directly involved in program activities?

Testing pre-schoolers cannot be done with written exams! It is the responsibility of the staff to devise creative testing techniques. Lotto games which match workers with tools they use could test whether children know the names of different types of workers and their tools. After reading the story of Cesar Chavez to the children, the teacher may show pictures of Cesar and ask his name and how he helped the farm workers. They could be asked to act out different types of work so the other children can guess. As much as possible, "tests" for pre-schoolers should be in the form of games and activities where the teacher can observe what information a child has retained. Children should never be scolded for not knowing information.

If the children have not retained information, the staff must re-examine the goals and objectives to see if they were realistic and appropriate, and examine the methods used to teach the material. Each unit should be modified based on the real experiences of the staff and children.

Evaluation should be part of each activity. It should be included in each lesson plan. Evaluation may be very simple, i.e., the children can be asked to name three pictures of workers and tell what they do. Spend a week having each child make a booklet on his/her parents' job. Ask each child to tell the class what kind of work their parents do and explain what kinds of tasks they are expected to accomplish. If the activity involves a specific skill such as small motor coordination (cutting out a picture), their ability to accomplish the task would be the method of evaluation.

The use of anecdotal records can serve as a useful tool in determining how the intergroup concepts have affected pupil behaviors, perceptions and attitudes. As the program is improved, and real changes are seen in children's attitudes and knowledge of their own and other cultures, all participants will feel a true sense of achievement.

A comprehensive evaluation should include all three components. Throughout all phases of implementation, evaluation must be an integral and ongoing process, ensuring greater flexibility and attention to the needs of a changing population. The evaluation process should provide important clues to areas and activities in which change is needed, as well as the direction of the required change. This is when your commitment to multicultural education will be rewarded.

MULTICULTURAL EARLY CHILDHOOD EDUCATION: A TEACHER CHALLENGE

The design and implementation of an early childhood multicultural curriculum rests, in large part, with the attitudes, skills and knowledge of the teacher. One initial step is for teachers to become aware of their own cultural backgrounds, their relationships with the larger society and their attitudes toward other people. This process requires a great deal of honesty and is often painful. However, it is important that we all recognize our biases and limited knowledge and experiences with people who are different. It is tempting to deny our prejudices and to claim that we find all children equally appealing. Many teachers in their efforts to minimize differences, maintain that children are all alike. While such comments emerge from genuine intentions to be fair and impartial in their perceptions and their relationships with children, they also reflect a naivete about the power and effects of social attitudes and conditions. As teachers we need to accept the fact that we, like our young charges, have inevitably been influenced by the stereotypes and the one-sided view of society that prevails in the schools and in written and visual materials.

The teacher restricts good classroom experiences when she/he makes no attempt to learn about the diverse cultures of the children or incorporate that richness into the classroom setting. In order to design effective multicultural education, teachers need to learn about the racial, cultural and socioeconomic backgrounds of all children in their classrooms, what experiences they have had with people from other groups, and their attitudes toward their own culture and other cultures. In response to these variations, the goals and the curriculum will differ from classroom to classroom. The teacher should be cautious not to generalize or classify all children nor stereotype children according to race, national origin or socioeconomic status. It should be kept in mind that each child is unique based on geographic location, educational background, the socioeconomic level of their parents and other relevant factors. For instance, in a classroom of children from diverse backgrounds, the primary goal might be to help the children understand the extent of their similarities and the nature of some of their differences. As teachers constantly assess and address children's social skills, emotional states and cognitive abilities, so should they consider children's cultural identities and attitudes. The effective teacher will incorporate language skills, problem-solving abilities and social experiences into all activities. Likewise, teachers can seize opportunities to foster the children's awareness of their immediate and broader social world. In addition to incidental teaching moments, all aspects of the planned curriculum can incorporate a multicultural perspective. Decisions made by the teacher concerning materials, program structure, the role of parents and the selection of curriculum all reflect attitudes toward cultures.

The teacher should establish a multicultural perspective which considers the needs as well as the educational goals of the individual child. While many of the activities described may be used as resources for information, each educational program should be designed to fit the backgrounds, awareness levels and attitudes of the particular groups of children in each class. Teachers should not be led to believe that multicultural education is an appendage to the existing curriculum. Multicultural education embodies a perspective rather than a curriculum.

This multicultural early childhood resource guide should serve as a challenging tool for implementing multicultural activities into the classroom curriculum. We must accept the challenge and keep in mind that the early years of a child's life are crucial;

what a child will or can become and the manner in which he will deal with learning and with life itself, is directly influenced by the quality of his early childhood experiences. The challenge is both overwhelmingly rewarding in terms of the human satisfaction gained by the individual teacher in a multicultural setting.

MULTICULTURAL RESOURCES

Afro-American Encyclopedia. Florida: Education Book Publishers, Inc., 1974.
A good source of information for teachers on Afro-American people and issues in the areas of math, science, history and arts.

Ahler, Janel G. "Discovering Culturally Different Students: Suggestions for Teachings." Insight into Open Education, Vol. 14 No. 6, March 1982.
Article discusses how teachers can increase cultural awareness and sensitivity to meet the educational needs of culturally different children.

Anti-Defamation League of B'nai B'rith (Distributor). U.S.: A Cultural Mosaic; A Handbook for a Multidiscipline, Multicultural Program, 1975. 823 United Nations Plaza, New York, New York 10017.
A composite of activities for a multicultural multidiscipline program in the areas of social studies, language arts, music and art.

_____. Individual Differences: An Experience in Human Relations for Children, 1981. 823 United Nations Plaza, New York, New York 10017.
A broad range of activities that explores unique concepts and experiences such as love, self-identity, joy and values.

Banks, James A. Teaching Strategies For Ethnic Studies. Boston: Allyn and Bacon, Inc., 1979.
This book is designed to help teachers attain the content, strategies, concepts, and resources needed to integrate ethnic content into the regular curriculum.

Books for Today's Children: An Annotated Bibliography of Non-Stereotyped Picture Books. Old Westbury, New York: The Feminist Press.
This bibliography contains a list of highly recommended picture books with a subject index including working mothers and multiracial and sex free concepts.

Brown, Janet F. Curriculum Planning For Young Children, "Multicultural Education in Early Childhood," National Association for the Education of Young Children. 1982.
Article deals with the nature of multicultural education and the rationale that needs to be challenged.

Castaneda, Alfredo. The Educational Needs of Minority Groups. Lincoln, Nebraska: Professional Educators Publication, 1974.
Sociological analysis of the educational status and concerns of Afro-Americans, Chicanos, and Native Americans.

Chase, Josephine. Multicultural Spoken Here: Discovering America's People Through Language Arts and Library Skills. California: Goody Publishing Co., Inc., 1979.
A good resource for multicultural activities in the classroom.

Cheyney, Arnold B. Teaching Children of Different Cultures in the Classroom; A Language Approach. Columbus, Ohio: Charles C. Merrill Publishing Co., 1976.
This book discusses children of different cultures and how to best instruct them.

Cortes, Carlos. Understanding You and Them: Tips for Teaching About Ethnicity. Boulder, Colorado: Social Science Consortium, 1976.
Basic information on ethnicity. A "how to" book with plenty of examples and suggestions for improving intergroup relations in schools.

Ethnic Cultural Heritage Program, Rainbow Activities. Buzard Printing Inc., Seattle; Washington, 1975.
Contains fifty human relations type activities focusing upon cultural pluralism, self-image, feelings and values.

From Jumpstreet: A Story of Black Music, Secondary Teaching Guide. Program for Equal Educational Opportunity, 1046 School of Education. University of Michigan, Ann Arbor, Michigan 48109.
One of the few school curricular materials covering this area, which provides basic information that would be useful for any teacher of elementary and secondary students.

Garcia, Ricardo. Fostering A Pluralistic Society Through Multi-Ethnic Education. Bloomington, Indiana: Phi Delta Kappa, 1976.
Deals directly with ethnic group similarities and differences and how to provide experiences and opportunities to understand their uniqueness in a pluralistic society.

Grambs, Jean D. Intergroup Relations: Methods and Materials. Englewood Cliffs, New Jersey: Prentice Hall, 1968.
Basic concepts, assumptions, and methods for improving intergroup relations in schools.

Grant, Gloria. In Praise of Diversity: Multicultural Classroom Applications. Omaha, Nebraska: Teachers Corp. Center for Urban Education, 1977.
Resources include 51 activities in the following subject areas: Social Studies, Language Arts, Science, Math and Art.

Hale, Janice. "Black Children: Their Roots, Culture, and Learning Styles," Research in Review, pp. 39-50, January 1981.
Describes the cultural style and its relationship to the cognitive development of black children.

Hall, Edward T. The Silent Language. Garden City, New York: Doubleday, 1959.
Reports on the direct observation of other cultures; for example, Spanish Americans in New Mexico and Latin America, Navajo, Arabs and Iranians.

Henderson, George. Human Relations: From Theory to Practice. Norman, Oklahoma: University of Oklahoma Press, 1976.
Good basic discussion on practical aspects of human relations studies.

Interracial Books for Children Bulletin, International Conference Focuses on Racism. (Vol. 10, Nos. 1 and 2, 1979, Special Issue).
The bulletin reviews children's books on the Chinese-American, Japanese-American, Korean-American and Vietnam-American at all levels.

Johnson, Kenneth L. Teaching the Culturally Disadvantaged: A Rational Approach, SRA Publishing, 1970.
Provides teachers of culturally "disadvantaged children" with a realistic approach for improving human relations and understandings in the educational process from kindergarten through the twelfth grade.

Lados, Robert. Linguistics Across Cultures. Michigan: University of Michigan Press, 1976.
Presents a practical approach for cultural comparisons to form a basis of satisfactory teaching materials.

Lee, Nancy. Hands on Heritage: An Experiential Approach to Multicultural Education, California: Hands on Publications, 1978.
This curriculum book has many multicultural activities for children, introducing them to the life and culture of different people.

Levine, Toby and Standifer, James A. Jumpstreet Humanities Project Learning Package. Washington, D.C.: Greater Washington Educational Communications Telecommunications Association, Inc., 1981.
Manual provides curriculum materials for secondary teachers and students in language arts, history and humanities; however, materials can be adapted for use by pre-school teachers.

Midwest Center for Equal Educational Opportunity. Annotated Bibliography of Multi-Ethnic Curriculum Materials. 408 Hitt Street, Columbia, Missouri, 1974.
This publication is a bibliography which includes books, films, filmstrips, recordings and booklets with sources and levels indicated.

Multicultural Resources: Black, Spanish Speaking, Asian American, Native American, Pacific Island Cultures. Washington: California State University, 1978.
Includes 10,000 books, pamphlets, pictures and periodicals for all ages pre-school through adult. Sections include folktales and legends, crafts, games, poetry, plays, music and arts.

New Perspectives: A Bibliography of Racial, Ethnic and Feminist Resources. Pennsylvania: Pennsylvania Department of Education, 1977.
An annotated multicultural bibliography which includes biographies, fiction and other materials from pre-school to secondary level.

New York Public Library. Black America: A Selected List for Young Adults. Office of Branch Libraries, 8 East 40th Street, New York, New York 10016.
A bibliography of interesting books focusing on the experiences and lives of Afro-American people.

New York Public Library. The Black Experience in Children's Books. New York: Dial Press, 1979.
A carefully selected bibliography with suggested picture books, biographies, folktales, stories, poetry and songs about Africa, the Carribean and South Central America.

New York State Education Department. Bureau of Child Development and Parent Education. A Description: New York State Experimental Prekindergarten Programs, March 1981.
Addresses the hows, whys, goals and purposes of the New York State Experimental Prekindgeraten program.

New York State Education Department. Bureau of Child Development and Parent Education. "A Good Day for Young Children." The Early Childhood Education Program, June 1, 1982.

New York State Education Department. Bureau of Child Development and Parent Education. Philosophical Base: The Early Childhood Education Program, June 1982.
Information on the philosophical viewpoint of the Early Childhood Education program in the broad sense as related to the individual and society.

New York State Education Department. Bureau of Mass Communications. Vegetable Soup I and II. Albany, New York 12234.
Fifteen- and thirty-minute television broadcasts providing a multiplicity of strategies. The first guide deals with ethnic understandings and celebration of differences. The second guide deals with greater levels of sensitivity and the rejection of stereotypes, incorporating a multi-ethnic cookbook as a part of the activities.

New York State Education Department. Bilingual Education Unit. Annotations on Selected Aspects of the Culture of Puerto Rico and Its People. Albany, New York, 1972.
This is a useful resource for information on Puerto Rican culture that may be useful for teacher information and curricular background.

New York State Education Department. Division of Intercultural Relations. The What and How of Teaching Afro-American Culture and History in the Elementary Schools. Albany, New York, 1972.
This publication presents facts on African history, and related activities that teachers can learn and teach simultaneously.

Nine Curt, Carmen Judith. Teacher Training Pack for a Course on Cultural Awareness. National Assessment and Dissemination Center for Bilingual Education. Fall River: 1976.
This training pack is useful in exploring unique aspects of Puerto Rican culture and the role of culture in general.

_____. Nonverbal Communication. National Assessment and Dissemination Center for Bilingual/Bicultural Education, Cambridge, Massachusetts, 1976.
This booklet includes observations made over a period of several years regarding contrasts that exist between American (Anglo) and Latin American cultures in the area of nohverbal communication.

Nuevas, Fronteras. New Frontiers: A Bilingual Early Learning Program. Elmsford, New York: Pergamon Press, Inc.
A complete curriculum program that provides learning approaches for children with varying language abilities.

Public Policy Report, "NAEYC Advocacy Strategies: Multilingual/Multicultural Early Childhood Education," Young Children, May 1981.
Strategies to guide members at all levels of activity in the association to bring about change related to issues.

Russell, Louise and Walch, Weston J. Understanding Folklore. Portland, Maine, 1976.
A good resource for gaining background information on folklore and various ethnic groups. Contains suggested activities for higher grade level but can easily be adapted for pre-schoolers.

The Alerta Program: A Bilingual Multicultural Early Childhood Curriculum. Institute for Urban and Minority Education, Teachers College, Columbia University, 1979.
A program developed to provide a combination of bilingualism and multiculturalism to make a learning environment responsive to the needs of all children.

Tway, Eileen. Reading Ladders For Human Relations. American Council on Education, Washington, D.C., 1981.
A specialized booklist and teaching aid for parents, librarians and teachers who want to promote better human relations.

Teaching materials from the following annotated list are available through the ERIC Data Base. All materials can be ordered through interlibrary loan at the public library or directly from ERIC, or microfiche copies can be ordered free from the Educational Programs and Studies Information Service, Room 330 EB, New York State Education Department, Albany, New York 12234.

A Bibliography of Bilingual Bicultural Pre-School Materials for the Spanish Speaking Child Supplement II. ED 184-714
An annotated bibliography of instructional units and activities.

A Multiethnic/Multicultural Curriculum For Young Children--Designed For Yakima Indian Nation Early Childhood Programs. ED 176-930
A curriculum guide designed to be used by teachers working with three- to five-year-old Yakima children who attend Early Childhood Programs.

Bibliography of Selected Resources For The International Year of The Child. ED 190-231
A bibliography which addresses some of the needs and provides data regarding sources of information about young children available in the United States.

Books For Learning: A Bibliography of Multi-Ethnic Resources For Classroom Use. ED 190-681
An annotated bibliography for use in multiethnic classrooms and for working class children.

Cultural Awareness: A Resource Bibliography. ED 164-703
An annotated bibliography that cites books and resource materials for children and adults dealing with various aspects of different cultures.

Cultural Diversity In Early Childhood Education. ED 175-538
A teacher training manual that describes a two-semester series of workshops, providing early childhood teachers with necessary skills in planning a multicultural program.

Early Education for Asian American Children. EJ 220-019
A study of the learning characteristics of pre-school Japanese, Filipinos, Vietnamese, Koreans, Hawaiians, and Samoans focusing on the 1975 Asian American Education Project.

Effects of Early Childhood Multicultural Experiences on Black Children's Attitudes Toward Themselves and Others. ED 125-777
A paper presented at the annual meeting of the American Educational Research Association.

Increasing Ethnic Sensitivity: Why and How. ED 159-273
This document discusses the biculturalism of Canada, the United States and other countries in promoting a positive and realistic view of a variety of ethnic cultures.

Language Learning Through Pretend Play in Young Bilingual/Bicultural Children. ED 179-298
Contains ideas on how to foster mastery of both English and a native language.

Multicultural Early Childhood Education. ED 208-702
Discusses effective procedures for overcoming difficulties in providing multicultural experiences for young children.

Multicultural Education: An Anthropological Perspective. EJ 174-814
Discusses an example of a multicultural pre-school and the school as a social system in which the relations between people are largely derived from class variables of the larger society.

Multicultural Education: Where Do We Begin. EJ 157-336
Suggests general classroom guidelines stressing the similarities of childhood experiences for children of all cultures.

Multicultural Resources. ED 191-928
A bibliography and resource guide listing multicultural resources appropriate for use with pre-school children.

Multicultural Resources For Children: A Bibliography of Materials For Pre-School Through Elementary School In The Areas of Black, Spanish Speaking, Asian American, Native American, and Pacific Island Cultures. ED 152-394
Bibliography covers a comprehensive collection of multicultural materials ranging from pre-school through elementary grades.

Planning For Ethnic Education: A Handbook for Planned Change. ED 191-976
This handbook provides practical examples of how to incorporate a multicultural emphasis into the school curriculum.

Strategies For The Modification and Prevention of Racial Prejudice In Children: A Review, p. 16, ED 178-805
Provides literature that speaks to the formation of stereotypic racial attitudes in children and the best approach for developing positive attitudes.

What In The World is Cooking In Class Today. EJ 172-316
This article presents ideas for introducing multiethnic foods in the pre-school classroom.

ADDITIONAL INFORMATION SOURCES

The African-American Institute
833 United Nations Plaza
New York, New York 10017

American Association for Gifted Children
15 Gramercy Park
New York, New York 10003

American Indian Curricula Development Program
United Tribes Educational Technical Center
3315 South Airport Road
Bismark, North Dakota 58501

Anti-Defamation League of B'nai B'rith
823 United Nations Plaza
New York, New York 10017

The Asia Society, Inc.
112 East 64th Street
New York, New York 10021

Association for Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

Association for the Study of Afro-American Life and History
1401 14th Street, N.W.
Washington, D.C. 20001

Association of American Indian Affairs, Inc.
432 Park Avenue South
New York, New York 10016

Bank Street Approach to Early Childhood Education
Bank Street College of Education
New York, New York 10025

Bilingual/Multicultural Early Childhood Resource Center,
Institute Urban and Minority Education
Teachers College
Columbia University
New York, New York 10027

Bilingual Publications Company
1966 Broadway
New York, New York 10023

Black Child Development Institute
1028 Connecticut Avenue, N.W.
Washington, D.C. 20036

The Black History Museum
106A North Main Street
Hempstead, New York 11550

Center for Global Perspectives
National Office
218 East 18th Street
New York, New York 10003

Children's Book Council
67 Irving Place
New York, New York 10003

Clearinghouse on Urban Education
Teachers College
Box 40, 525 West 120th Street
Columbia University
New York, New York 10027

Council on Interracial Books for Children
Racism/Sexism Resource Center for Educators
1841 Broadway
New York, New York 10023

Day Care and Child Development Council of America
1012-14 Street, N.W.
Washington, D.C. 22205

Delmar Publishers
50 Wolf Road
Albany, New York 12205

Educational Activities, Inc.
P.O. Box 87
Baldwin, New York 11510

The Eric Clearinghouses
Early Childhood Education
University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801

Folkways Records
43 West 61st Street
New York, New York 10023

Intercultural Development Research Association
5835 Callaghan Road Suite 350
San Antonio, Texas 78228

Johnson Publishing Company
820 South Michigan Avenue
Chicago, Illinois 60605

Languages and Linguistics
Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia

National Association for the Education of Young Children
1834 Connecticut Avenue, N.W.
Washington, D.C. 20009

National Clearinghouse for
Bilingual Education
1300 Wilson Boulevard
Suite B2-11
Rosslyn, Virginia 22209

National Minority Resource Center
Education Commission of the States
1860 Lincoln Street
Denver, Colorado 80295

New York Public Library
Schomburg Center for Research in Black Culture
103 West 135th Street
New York, New York 10030

New York Public Library
Countee Cullen Branch
104 West 136th Street
New York, New York 10030

Non-Sexist Child Development Project
The Women's Action Alliance, Inc.
370 Lexington Avenue
New York, New York 10017

Puerto Rican Research and Resource Center
1529 Connecticut Avenue, N.W.
Washington, D.C. 20036

School Services
African-American Institute
833 United Nations Plaza
New York, New York 10017

United Nations - UNICEF
Information Center on Children's Cultures
331 East 38th Street
New York, New York 10016